



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Doctoral Study Program in Language and Literature**  
**Education**

Document  
Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PEDAGOGY OF LANGUAGE AND LITERATURE LEARNING	8800102104	Compulsory Study Program Subjects	T=2	P=0	ECTS=5.04	1	May 1, 2023
AUTHORIZATION	SP Developer	Course Cluster Coordinator			Study Program Coordinator		
	Dr. Syamsul Sodiq, M.Pd.	Dr. Syamsul Sodiq, M.Pd.			Dr. Suhartono, M.Pd.		

<b>Learning model</b>	<b>Case Studies</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>
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<b>PLO-8</b>	Able to develop new scientific theories/concepts/ideas based on managing research data and information and contribute to the development of science and technology by paying attention to humanities values, scientific methodology and developments in the academic world
<b>PLO-12</b>	Able to solve science and technology problems in the field of language and literature education through interdisciplinary, multidisciplinary and transdisciplinary approaches
<b>PLO-15</b>	Mastering the policies and management of language and literature learning

**Program Objectives (PO)**

<b>PO - 1</b>	Utilizing science and technology to plan and implement language and literature learning in accordance with didactics and methods in the field of language and literature education as well as based on research in the field of language and literature; and skilled in managing and developing research in the field of language and literature education, as well as in the field of language and literature that is beneficial to society and science
<b>PO - 2</b>	Mastering theoretical concepts of language and literature and their application in language and literature learning; and master the concept of language and literature education curriculum development and its tools
<b>PO - 3</b>	Make strategic decisions in the context of solving problems in the field of language and literature education, as well as in the field of language and literature by applying humanities values based on scientific studies of information and data and being able to increase the capacity to become independent learners in the field of language and literature education, as well as in the field of language and literature
<b>PO - 4</b>	Responsible for work in the field of language and literature education as well as the field of language and literature independently, intelligently, honestly, committed, sincere and sincere in developing the attitudes, values and abilities of students

**PLO-PO Matrix**

		P.O	PLO-8	PLO-12	PLO-15
	PO-1				
	PO-2				
	PO-3				
	PO-4				

**PO Matrix at the end of each learning stage (Sub-PO)**

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		<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
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<b>Short Course Description</b>	Use of relevant theories and research results to design, develop and create creative and innovative language and literature learning pedagogical models in order to solve contemporary language and literature learning problems according to didactical and methodical principles of language and literature learning as alternative language and literature learning pedagogical models. The topics of this course include the philosophical foundations of language and literature learning, approaches and methods of language and literature learning, didactics and methods of language and literature learning, developments and predictions of future trends in language and literature learning through independent study, presentations, discussions, or publications with The final product is a paper/article																																																																																																																					
<b>References</b>	<b>Main :</b>		<ol style="list-style-type: none"> <li>1. Tilaar, Har. 2007. Pedagogik Teoretis untuk Indonesia . Jakarta: Kompas</li> <li>2. Suyatno. 2023. Dasar Kependidikan. Surabaya: PT Prima Jaya Abadi</li> <li>3. Tjalaa, Awaludin dkk. 2022. Orientasi Baru Pedagogis Abad 21. Jakarta: UNJ Press</li> </ol>																																																																																																																			
	<b>Supporters:</b>																																																																																																																					
<b>Supporting lecturer</b>	Prof. Dr. H. Haris Supratno Prof. Dr. H. Setya Yuwana, M.A. Dr. Tengsoe Tjahjono, M.Pd. Prof. Dr. H. Bambang Yulianto, M.Pd. Prof. Dr. Suyatno, M.Pd. Dr. Syamsul Sodik, M.Pd.																																																																																																																					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)																																																																																																															
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )																																																																																																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																																																																															
1	Pedagogical Paradigm and Its Problems	Identifying problems is in line with the pedagogical paradigm	<b>Criteria:</b> Results of identifying pedagogical paradigms in their problematics.  <b>Form of Assessment :</b> Participatory Activities, Tests	Case Studies			10%																																																																																																															
2	Pedagogical Paradigm and Its Problems	Identifying problems is in line with the pedagogical paradigm	<b>Criteria:</b> Results of identifying pedagogical paradigms in their problematics.  <b>Form of Assessment :</b> Participatory Activities, Tests	Case Studies			10%																																																																																																															
3	Pedagogical Paradigm and Its Problems	Identifying problems is in line with the pedagogical paradigm	<b>Criteria:</b> Results of identifying pedagogical paradigms in their problematics.  <b>Form of Assessment :</b> Participatory Activities, Tests	Case Studies			0%																																																																																																															

4	Pedagogical Paradigm and Its Problems	Identifying problems is in line with the pedagogical paradigm	<b>Criteria:</b> Results of identifying pedagogical paradigms in their problematics.  <b>Form of Assessment :</b> Participatory Activities, Tests	Case Studies			6%
5	Pedagogical Paradigm and Its Problems	Identifying problems is in line with the pedagogical paradigm	<b>Criteria:</b> Results of identifying pedagogical paradigms in their problematics.  <b>Form of Assessment :</b> Participatory Activities, Tests	Case Studies			6%
6	Pedagogical Paradigm and Its Problems	Identifying problems is in line with the pedagogical paradigm	<b>Criteria:</b> Results of identifying pedagogical paradigms in their problematics.  <b>Form of Assessment :</b> Participatory Activities, Tests	Case Studies			0%
7		Students are able to solve learning problems		offline			0%
8	uts		<b>Form of Assessment :</b> Participatory Activities	offline			8%
9	uts		<b>Form of Assessment :</b> Participatory Activities	offline			6%
10	uts		<b>Form of Assessment :</b> Participatory Activities	offline			6%
11	uts		<b>Form of Assessment :</b> Participatory Activities	offline			6%
12	uts		<b>Form of Assessment :</b> Participatory Activities	offline			10%
13	-		<b>Form of Assessment :</b> Participatory Activities	offline			10%
14	-		<b>Form of Assessment :</b> Participatory Activities	offline			10%
15	-		<b>Form of Assessment :</b> Participatory Activities	offline			12%

16	-		<b>Form of Assessment :</b> Participatory Activities	offline			0%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	84%
2.	Test	16%
		100%

#### Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment:** test and non-test.
- 8. Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 9. Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.**